

ASE 586, ADMINISTRATION AND ORGANIZATION OF PUBLIC SCHOOLS

Summer I, 2008

ASE 586 is a required course for the Master of Education in Instructional Leadership and Master of Education in Administration and the Principal Certification.

**College of Education
Educational Leadership and Counseling Department**

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Text/Readings:

Pancake, A., Schroth, G., & Littleton, M., 2nd Ed. (2005). *The administration and supervision of special programs in education*. Dubuque, IA: Kendall/Hunt.

Irby, B.J. and Brown, G. (2000). *The principal portfolio*. CORWIN PRESS, INC.

Course Description:

This course is designed to introduce students to the theory and practice of special programs provided in the public schools to meet the academic needs of students of diverse populations.

Outcomes: Upon successful completion of this course, students will be able to:

Standards Matrix:

Objectives/Learning Outcomes	Activities(*indicates field-based activity)	Performance Assessment	Standards: <ul style="list-style-type: none"> • State standards • Specialty Organization Standards • <u>Conceptual Framework#</u>
<p>Explore and understand aspects of special programs in schools (funding, legal, assessment, and placement eligibility criteria).</p>	<p>1. Topic Presentations</p> <p>Students will research and present assigned topics to the class. Presentations will last for 1 ½ to 2 hours. Be sure to include activities for the class that will keep them involved as well as check for understanding. (See course schedule sheet)</p> <p>The presentations of the topics should at least address the following information: Legal issues; Eligibility for placement in the program; Funding sources for the program; Assessment issues; Implementation of the special program in your school or school district – include data. Document success or lack of success of the program in your school or school district. The presentation may include other information, which is important in assisting the audience in understanding the program.</p> <p>2. Article Presentation</p> <p>Present 1 articles/current events regarding special programs/ special populations. Article/current events will be shared orally during class. The article should be</p>	<p>Reading Reflection- Embedded Internship Activities Topic Presentations TExES Practice Questions Text Chapters Group Presentations</p>	<p>ELCC Standards 3, 2, &6</p> <p>TExES Competencies: 3, 4, 5, 6, &9</p> <p>(See attached lists of ELCC Standards and TExES Competencies in Course Documents)</p>

	<p>summarized following the adapted Article Reflection Cycle.</p> <p>3. Embedded Internship Activities The following activities should be completed, which will be included in your internship notebook at the end of your educational leadership studies. Each activity will be written in summary format. The activities will be discussed during class.</p> <p>4. Practice TExES Review Questions Questions for the TExES will be completed and discussed in class. Students will be provided copies of the questions to answer independently. In class, students will be divided into cooperative learning groups to compare and discuss their answers.</p> <p>5. Complete chapter questions</p>		
<p>Apply course concepts to situations faced in schools.</p>	<p>See activities above</p>	<p>Reading Reflection- Embedded Internship Activities Topic Presentations TExES Practice Questions Text Chapters Group Presentations</p>	<p>ELCC Standards 3, 2, &6</p> <p>TExES Competencies: 3, 4, 5, 6, &9</p> <p>(See attached lists of ELCC Standards and TExES Competencies in Course Documents)</p>

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Standards Matrix (cont.):

Objectives/Learning Outcomes	Activities(*indicates field-based activity)	Performance Assessment	Standards: <ul style="list-style-type: none"> • State standards • <i>Specialty Organization Standards</i> • <u>Conceptual Framework#</u>
Develop specific competencies and points of view needed by school leaders regarding special programs.	See activities above	Reading Reflection- Embedded Internship Activities Topic Presentations TExES Practice Questions Text Chapters Group Presentations	ELCC Standards 3, 2, &6 TExES Competencies: 3, 4, 5, 6, &9 (See attached lists of ELCC Standards and TExES Competencies in Course Documents)
Develop awareness of current issues regarding special populations and special programs.	See activities above	Reading Reflection- Embedded Internship Activities Topic Presentations TExES Practice Questions Text Chapters Group Presentations	ELCC Standards 3, 2, &6 TExES Competencies: 3, 4, 5, 6, &9 (See attached lists of ELCC Standards and TExES Competencies in Course Documents)

Web address for **state standards:**

Web address for *specialty organization standards:*

Web address for Conceptual Framework:

Course Format:

The following objectives will be used by the students to evaluate the effectiveness of this course. It is important to know these objectives as we begin the course so that formative evaluation can occur throughout the course of study.

Essential Objectives:

1. Gaining factual knowledge including terminology, classifications, methods and trends

4. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course

Important Objectives:

3. Learning to apply course material to improve thinking, problem solving and decisions
9. Learning how to find and use resources for answering questions or solve problems

Course Content:

The purpose of this course is consistent with the mission of Sam Houston State University, the College of Education and Applied Science and the Educational Leadership Program.

1. Sam Houston State University Mission: "...enable it's students to become informed, thoughtful and productive citizens."
2. College of Education and Applied Science Mission: "...provides students with opportunities to develop knowledge, skills, strategies, and experiences which allow them to serve in diverse roles and function productively in society."
3. Educational Leadership Program Mission: "To prepare educational leaders for real world challenges and opportunities."

Course Requirements: (See Schedule of Assignments)

Evaluation (*indicates field-based activity): (See Course Rubric)

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Course Assignments

Date	Assignments
June 4	Overview of course and introductions
June 9	<ol style="list-style-type: none"> 1. Class – read and complete questions for chapters 1 & 2 2. Discuss question for chapters 1 & 2 3. Submit questions on BlackBoard in Assignment Manager 4. Review practice TExES questions 5. Parent Involvement presentation
June 11	<ol style="list-style-type: none"> 1. Class – read and complete questions for chapters 4 & 7 2. Discuss questions for chapters 4 & 7 3. Submit questions on BlackBoard in Assignment Manager 4. Group 1 presentation on special education and section 504 (see presentation guidelines) 5. Article presentation (see article reflection cycle)
June 16	<ol style="list-style-type: none"> 1. No Face to face class meeting – assignment is online 2. Read chapters 13, 14, & 15 3. Answer questions at the end of the chapters 4. Submit questions on BlackBoard in the Assignment Manager 5. Monitor Announcements on Black Board for additional information
June 18	<ol style="list-style-type: none"> 1. No Face to face class meeting – assignment is online 2. Read chapters 6, 10, & 16 3. Answer questions at the end of the chapters 4. Submit questions on BlackBoard in the Assignment Manager 5. Monitor Announcements on Black Board for additional information
June 23	<ol style="list-style-type: none"> 1. No face to face class meeting- this day is exchanged for June 27th 2. Students must attend the Leadership Conference scheduled for June 27th at the Region 6 Education Service Center 3. Write a one page summary of your experience while attending the conference 4. Submit summary on BlackBoard in the Assignment Manager
June 25	<ol style="list-style-type: none"> 1. Review questions for chapters 13, 14, & 15 2. Class – read and complete questions for chapters 5, 11, & 12 3. Discuss questions for chapters 5, 11 & 12 4. Submit questions on BlackBoard in Assignment Manager 5. Group 2 presentation on ESL, Bilingual, Migrant (see presentation guidelines)

	6. Group 3 presentation on private, parochial, charter, home school, and homeless students
Date	Assignments
June 30	<ol style="list-style-type: none"> 1. Review questions for chapters 6, 10, & 16 2. Class – read and complete questions for chapters 3, 8, & 9 3. Discuss questions for chapters 3, 8, & 9 4. Submit questions on BlackBoard in Assignment Manager 5. Submit embedded internship activities on BlackBoard in the Assignment Manager 6. Group 4 presentation on alternative education programs, programs for adjudicated youths & Title I , (see presentation guidelines) 7. Group 5 presentation on pre-kindergarten, Head Start, & gifted and talented education

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Objectives

Students will:

1. explore and understand aspects of special programs in schools (funding, legal, assessment, and placement eligibility criteria).
2. apply course concepts to situations faced in their schools.
3. develop specific competencies and points of view needed by school leaders regarding special programs.
4. develop awareness of current issues regarding special populations and special programs

Activities

1. Topic Presentations

Students will research and present assigned topics to the class. Presentations will last for 1 ½ to 2 hours. Be sure to include activities for the class that will keep them involved as well as check for understanding.

(See course schedule sheet)

The presentations of the topics should at least address the following information:

- Legal issues
- Eligibility for placement in the program
- Funding sources for the program
- Assessment issues
- Implementation of the special program in your school or school district – include data. Document success or lack of success of the program in your school or school district.

The presentation may include other information, which is important in assisting the audience in understanding the program.

Each student will be expected to provide references for the information provided. Sources for acquiring information about special programs may include, but is not limited to the following:

- TEA
- Textbook concerning the organization and administration of special programs
- Encyclopedia of Educational Research
- Association of Compensatory Educators of Texas
- Publications on special programs in the curriculum from agencies and/or organizations such as ASCD, TASB, AASA, etc.
- Legal bulletins: The Texas School Law Bulletin, School Law Reporter, Texas School Administrators' Legal Digest
- Internet
- Suggested periodicals: American Education, American School Board Journal, Texas Lone Star, Association of Secondary Principals Bulletin (state and Local), Middle School Principals' Association Bulletin (state and local) etc
- Personnel in local school districts, locally prepared materials, school board policies

2. Article Presentation

Present **1** articles/current events regarding special programs/ special populations.

Article/current events will be shared orally during class. The article should be summarized following the adapted Article Reflection Cycle.

3. Embedded Internship Activities

The following activities should be completed, which will be included in your internship notebook at the end of your educational leadership studies. Each activity will be written in summary format. The activities will be discussed during class.

- Describe procedures used to verify the certificate status of professional employees. Address how the principal uses certificate status to make professional decisions for scheduling instruction.
- Conduct a space needs assessment (utilization study by periods, grouping, and effect on instructional programs) and report your findings.
- Interview a principal who has experienced a change in student demographics. Describe how the principal has made the transition.
- Critique the process for adapting and/or modifying curriculum and/or instruction to meet the needs of various types of students (i.e., regular, vocational, special education, gifted and talented, bilingual, lower socio-economic).
- Critique the procedures being used in student placement (grouping, promotion and retention) at the campus.
- Participate in and critique an Admissions, Review, and Dismissal meeting as to compliance with State Board of Education Rule for Handicapped Students.

4. Practice TExES Review Questions

Questions for the TExES will be completed and discussed in class.

Students will be provided copies of the questions to answer independently.

In class, students will be divided into cooperative learning groups to compare and discuss their answers.

5. Complete chapter questions

DATE _____

STUDENT _____

SUBJECT: ASE 586 Summer I

ORAL PRESENTATION SCORING GUIDE

Criterion		Points Assigned				
Professional Appearance		40				
Supporting Resources		40				
Differentiated Presentation Medium (powerpoint, handouts, activities, video, etc.		60				
Understanding of Material		100				
Applied Professional Expertise		30				
Audience Participation		70				

Comments:

Total Possible Points: 340

Points Earned _____

Total Score _____

Student _____

Topic Presentation: **340 points**

(see oral presentation guide)

Article Presentation: **20 points**

- Communication/ Discussion ___/10
- Accurate and relevant information ___/10

Embedded Internship Activities: **60 points (6 @ 10 points each)**

- Description ___/5 ___/5 ___/5 ___/5 ___/5 ___/5
- Application ___/5 ___/5 ___/5 ___/5 ___/5 ___/5

Practice TExES review Questions: **10 points**

Text Readings: **160 points (16 chapters @ 10 pts. Each)**

TOTAL: 590points

Points Earned /590

590-550 = A

549-509 = B

508-468 = C

Below 468 = F

Expectations:

- 1. Student Absences of Religious Holidays:** Section 51.911(b) of the Texas Education Code requires that an institution of higher education excuse a student from attending classes or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. Section 51.911 (a) (2) defines a religious holy day as: “a holy day observed by a religion whose places of worship are exempt from property taxation under Section 11.20...” A student whose absence is excused under this subsection may not be penalized for that absence and shall be allowed to take an examination or complete an assignment from which the student is excused within a reasonable time after the absence.

University policy 861001 provides the procedures to be followed by the student and instructor. A student desiring to absence himself/herself from a scheduled class in order to observe (a) religious holy day(s) shall present to each instructor involved a written statement concerning the religious holy day(s). The instructor will complete a form notifying the student of a reasonable timeframe in which the missed assignments and/or examinations are to be completed. The request must be made within the first 15 days of the semester and within the first 7 days of the summer semester. Any violation of the said agreement may be appealed to the department chair.

- 2. Students with Disabilities:** It is the policy of Sam Houston State University that individuals otherwise qualified shall not be excluded, solely by reason of their disability, from participation in any academic program of the university. Further, they shall not be denied the benefits of these programs nor shall they be subjected to discrimination. Students with disabilities may request help with academically related problems stemming from individual disabilities from their instructors, school/department chair or by contacting the Chair of the Committee for Continuing Assistance for Disabled Students and Director of the Counseling Center, Lee Drain Annex, or by calling (936) 294-1720.

Americans with Disabilities Act: SHSU adheres to all applicable federal, state, and local laws, regulations, and guidelines with respect to providing reasonable accommodations for students with disabilities. If you have a disability that may affect adversely your work in this class, then I encourage you to register with the SHSU Counseling Center and to talk with me about how I can best help you. All disclosures of disabilities will be kept strictly confidential. NOTE: No accommodation can be made until you register with the Counseling Center.

- 3. Electronic Devices:** All cell phones, computers, and other electronic devices should be turned off during class. Unless directed otherwise by the professor.
- 4. Late Work:** All course work is due on the date specified. Late work will **not** be accepted or awarded credit, unless the student and the professor have made an agreement regarding an unusual circumstance.

- 5. Attendance:** Participation is both expected and required in class. Attendance is expected at **all class** sessions. Two absences may be taken without penalty. More than **one** absences will result in lowering of the grade by a letter for each absence above two. If you find it absolutely necessary to be absent, please be sure that all other alternatives have been explored before taking an absence. **Do not notify the professor via email regarding an absence on the day of class, unless there is an extreme emergency.** Arriving to class on time is equally important. Entering the classroom after class has begun is disruptive to the learning environment. Three late arrivals of 15 minutes or more will count as one absence. Make every effort to arrive to class on time.
- 6. Course Requirements:** The professor(s) reserves the right to alter course requirements and/or the class schedule to better address the learning needs of the students.
- 7. Academic Honesty:** Academic honesty is expected. Plagiarism is a violation and will result in course failure. A report will be made to Dr. Beverly Irby, Department Chair and Dr. Genevieve Brown, Dean.
- 8. Student Conduct:** Graduate students are governed by the SHSU's policies related to student conduct. Any student with questions about grievances, ethical behavior, etc., should review the SHSU Graduate Catalog and the Texas State University System Rules and Regulations, Chapter VI, Student Services and Activities, Section 5 Student Conduct and Discipline. Those rules may be found at http://www.tsus.edu/pubs/Pubs/rules_regs.html. Particular attention should be paid to the sections on plagiarism and theft of library materials. Students should practice self-discipline in classes. Courtesy should be extended to all students. Thought should be given to the value of all conversation in class to all students in class. Classes will be more enjoyable and beneficial to all involved if graduate students conduct themselves as conscientious professionals.
- 9. Course Concerns:** Please see the professor if there are any concerns before consulting the department chair or other program administrator.
- 10. TK20 Information:** The College uses the Campus Tools Higher Ed. Assessment and Management System to conduct systematic teaching and assessments for all students in the college. Every new student to the program beginning fall 2007 is required to purchase an account for use of this system from Tk20. Each student account costs only \$100, plus tax and includes access to the system for seven years. This is a ONE-TIME charge. To purchase your account, click on the link on the login page of the Campus Tools Higher Ed. System, found at <https://tk20.shsu.edu/campustoolshighered/>
- 11. Student Disposition Scale:** To meet the requirements of NCATE accreditation, students are required to respond to a self report scale that best describes his/her behavior in the courses that he/she is currently enrolled. The ratings are **3 =**

Target, 2 = Acceptable, and 1 = Unacceptable. The **total number** of points that may be earned range from **1-18**. Points from **10-18** indicate that the student is performing on **Target**. **Nine** points indicate **Acceptable** performance. Points at **8 or below** indicate **Unacceptable** performance. The professor will review students' responses and **agree** or **disagree** with the findings. If the professor determines that the student has **Unacceptable** performance, it will be students' responsibilities to provide evidence that they have **Acceptable** or **Target** performance. This self report scale will be completed at the end of each semester.

12. TExES Information (educational leadership masters students only):

Students will need to take a practice exam before receiving approval to take the state exam. After students have completed 12-15 hours (ideally are enrolled in School Law), students should sign up for the practice exam through the SHSU College of Education TEXES/certification office. The exam is offered on select Saturdays in Huntsville.

http://www.shsu.edu/~edu_www/certification/index.php

An online version of the practice exam is available, contact jcombs@shsu.edu

After scores are received from the certification office, students will be given permission to sign up and pay for the TExES exam. The exam is offered 6 times a year (Feb, April, June, Aug, Oct, Dec) & advanced registration required.

At least one TExES review session will be offered per semester. Registration is required, contact jcombs@shsu.edu

Students are responsible for preparing for the exam. Professors will be given TExES practice questions to review in courses. Study the free guide available at

http://www.texas.ets.org/assets/pdf/testprep_manuals/068_principal_55017_web.pdf

If students fail the TExES exam, they will contact department representative Dr. Julie Combs (jcombs@shsu.edu) before signing up for another exam.

Our desire is that students will have passed the exam **before graduation or within 6 months** after graduation.